



LKS2 Year B Spring 2

Mouths, Myths and Meridians



	GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	ART/DT
	Longitude and Latitude		Modern Fiction	Animals including humans	White Rose	The Concept of Salvation in Christianity	Pandora's Box Greek Pattern

Fairtrade Fortnight

Why is Fairtrade fair? Who benefits from Fairtrade?



ENGAGE DEVELOP INNOVATE EXPRESS	In Fairtrade Fortnight and our Longitude and Latitude study we will learn about: THE WORLD locate the countries including Russia, North and South America. (focus on Fairtrade countries) DATA collect and analyse data from first and second hand sources, looking for patterns and suggesting reasons for them. PLACES compare and contrast how areas of the world have capitalised on their physical and human features. WEATHER AND CLIMATE describe and explain how the climate of a country is linked to the distribution of natural resources and tourism PATTERNS describe patterns in geography and offer clear explanations for why they appear (eg. Why towns are situated on rivers) ----- USING MAPS locate and name geographical features on a map or atlas using a key FIELD WORK observe measure and record the human and physical features in the local area, responding to a range of geographical questions POSITIONING locate and explain the significance of the equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries in the world CHANGES OVER TIME describe how changes in the features of a place can affect the lives and activities of people living there	Our grammar and punctuation content is: Adverbials Expressing time, place and cause using adverbs Fronted adverbials Verbs Use of the present perfect form of verbs instead of the simple past Standard English Cohesion Headings and sub- headings to aid presentation. Use of paragraphs to organise ideas around a theme. (To be taught through teaching and learning sequences.) Expressing time, place and cause using conjunctions (for example, <i>when, before, after, while, so, because</i>). Use of commas after fronted adverbials (where these are fronted adverbial clauses).	We will be reading and talking about: Pugs of the Frozen North We will be writing: character descriptions and a diary entry	We will: describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions Working scientifically, we will: set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions	We will: recognise that Christians refer to Jesus as 'the Saviour'. explain the Christian salvation story. recall key features of the story of Adam and Eve. understand that Christians believe that because Jesus died they can be forgiven	APPRECIATING We will: use artistic vocabulary to compare and comment on artworks of a particular genre or artist. DEVELOPING IDEAS identify interesting aspects of objects as a starting point for work and develop ideas from this LINE AND TONE use line to add surface detail to a drawing, print or painting. STRUCTURES Create a shell structure showing awareness of how to stiffen and reinforce
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Physical Education	PSHE	ICT	French	Music
Gymnastics Dance / OAA	Spring 2 Financial Understanding	Espresso coding	Describing People	Charanga Unit 4 Lean On Me sung by Bill Withers Music Genre: Gospel Songs: He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)
<p>We will learn to:</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Year 3 Spring 2</p> <p>We will learn to:</p> <p>perform dances using a range of movement patterns.</p> <p>compare their performances with previous ones and improve to achieve their personal best</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>perform pair/group dance involving canon & unison, meet & part</p> <p>include contrasting dynamics and qualities into group motif/phase</p> <p>improvise freely translating ideas from stimuli to movement</p> <p>follow instructions and simple trails,</p> <p>use simple shapes map to find route & solve simple problems</p> <p>Year 4 Spring 2</p> <p>respond imaginatively to stimuli related to character/music/story</p> <p>perform clear & fluent dances that show sensitivity to idea/stimuli</p> <p>use simple motifs/patterns to structure phases with partner/group</p> <p>read & follow a simple map & diagrams to orientate myself.</p>	<p>We will learn about:</p> <p>FINANCIAL UNDERSTANDING</p> <p>We will: learn that there are different ways to save money and discuss ways of how to budget.</p>	<p>We will:</p> <p>be introduced to Espresso Coding</p> <p>work through how to code</p> <p>practise debugging</p>	<p>We will learn to:</p> <p>to recognise subject pronouns, given some visual prompts.</p> <p>repeat sentences using some common verbs.</p> <p>describe others using short phrases when given visual aids.</p> <p>copy down plural nouns with the correct articles.</p> <p>summarise in English a character from a story.</p>	<p>We will:</p> <p>Listen and Appraise</p> <p>Identifying and moving to the pulse. Talking about the musical dimensions working together in the Unit songs Talking about the music and how it makes us feel. Listening to other people's thoughts about the music using musical words.</p> <p>Sing</p> <p>In unison and in simple two-parts. Following a leader when singing.and enjoy exploring singing solo. with awareness of being 'in tune' Rejoining the song if lost. Listening to the group when singing.</p> <p>Play Instruments</p> <p>In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader. Experiencing leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Improvise</p> <p>Using instruments in the context of the song they are learning to perform.</p> <p>Compose</p> <p>Planning and creating a section of music that can be performed within the context of the unit song. Talking about how it was created. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Recording the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Perform</p> <p>Choosing what to perform and create a programme. Presenting a musical performance designed to capture the audience. Communicating the meaning of the words and clearly articulate them. Talking about the best place to be when performing and how to stand or sit. Recording the performance and saying how we were feeling, what we were pleased with what we would change and why.</p>

assess risk and plan & test possible solutions to problems

work with others to discuss appropriate actions & solve a problem